Muslem Almuslim

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ENG 201

The Relationship between Students and Teachers

The teacher student relationship plays an integral part in the growth of the social and academic character of a child. At the tender age of four, a good number of children are sent out of homes to be cared for by persons who do not have a blood relation with them. The future academic success of the child directly depends on teacher – child relationship. Close relationships between the teachers and the children play a fundamental component in creating a positive outcome of the child and a high class care environments.

As it is well known to most teachers and parents, children always gain growing control over their behaviors, attention, and emotions during their early ages. These abilities in growth enhance them courageously to face and overcome the new challenges that come forth as they grow. These challenges include learning new academic skills as well as bonding with others well. Even though the preschoolers have growing ability, they often find it tough to be in command of their sentiments and thoughts in such a way that will make them do well at novel tasks. This is the time when close relationship with teachers and other meaningful adults play an important role the child control his or her own behavior

A close teacher student relationship gives the child a steady footing to help him or her overcome developmental challenges. A child who has this support will work through a new academic challenge like learning and mastering new alphabetical letters. This close relationship has also resulted to children of positive social character. It has also been observed that kindergarten with a close relationship with the teacher will tend to like school more and is more engaged in classroom work and activities. Their academic performance is also high as compared to those with bad teacher relationship. It should, therefore, be noted that, the child – teacher relationship is important in child’s academic and social success.

The success of the learner is greatly dependent on his or her motivation on the subject. However, sometimes learners tend to lose motivation on what they are taught in class consequently affecting their academic performance negatively. Even though a teacher may try to encourage the student to work hard, most of the time they have not been successful. The situation has often called for the services of a counselor who usually helps to bond the student with the teacher and thus build a good relationship which latter translates to positive academic and social results.

A loss of interest in class work has been attributed mostly to poor teacher- child relationship especially at primary and high school education level. To mend this broken bond, a counselor has always provided counseling services to the student and the teacher. The counselors must always have a good relationship with both the parties and not take sides in order to bring harmony and help a child succeed in life.

Change of environment has also greatly contributed to students losing interest in school work. For example, a student from a family migrating from the Arabic nations to the United States of America will have problems with the change of culture and teaching methods. The teacher too will have difficulty in understanding the new student’s culture and his former schooling upbringing. The different languages spoken by the teacher and the student can also make it difficult to establish a good relationship between the two. The change will result to the student being depressed and so loose interested in his or her studies. The result will be a poor academic performance and low or poor social esteem of the student.

In order to curb this and establish a strong teacher - student relationship, the services of a counselor who understands both cultures is vital. The counselor will first establish a good relationship with the two and then connect them. It will help in restoring the student’s confidence and help him, or her succeed in life.

Advance in age of a student can also affect the relationship that exist between her, or him and the teacher and that in turn will influence their academic performance. At the seventeenth birthday, when most students are at adolescent stage, they tend to fill they are out of control. At this age, most of the students tend to think that they are equally mature as their teacher and, therefore, there is nothing new that the teacher can tell them. The students tend to misbehave and do things that are contrary to social expectation.

For the case of a male student, for example, once the voice has broken and he can now speak in base he will feel that he is mature enough. At this stage, a male student can easily pick a fight with the teacher that will automatically result into bad blood. On his part, a teacher may decide not to take the student back into his class as a way of punishment. The result will be a poor academic performance from the student who may end up being unproductive citizen. The male student at puberty age will also become sexually active and may end up impregnating girls at school and in the neighborhoods.

The female students at adolescent stage may also become rude to their teachers. Just like the case of their male counterparts, the female students may engage their teachers in a fight that will result to suspension or expulsion. The result is academic failure. These girls also become sexually active which may result to unplanned pregnancies. The use of drugs is also common among students of this age as they try to experiment things in life. Such behaviors will automatically make them uncontrollable hence resulting to a poor relationship with their teachers.

In order to build a constructive school community in which school staff, students and teachers can comfortably work with each other, healthy relationship must be enhanced. The teachers working with students in the adolescent stage in a middle school setting should deeply focus on this as most of these students prefer to seek guidance and support from their peers instead of their role models who happen to be adults and more experienced (Carlisle, 19). This behavior can greatly undermine the need for the teacher – student relationship.

In order to realize a healthy and positive student - teacher relationship at an adolescent stage, more attention should be given to the student. At this stage, the student suffers much of peer pressure as he or she tries to equal her class. High levels of support should, therefore, be granted to the student that will later translate to positive social contribution by the student. A constructive peer relationship, a comprehensive teacher support as well as, an influential sense of society at school, contributes positively to a sense of belonging of the student. The outcome will be a positive academic performance of the student.

Teacher student relationship at this stage is important as most students will be turning away from seeking answers from their parents. The activities at school will also help the student find his or her self-identity. Students at this age also tend to show most of their positive behavior in the school environment where they feel free to make contributions. It, therefore, calls for the input of the teacher who can encourage the student on his positive character. If watched carefully and advice correctly by their teachers, the social responsibility of the student will be positive and beneficial to the society.

It is moreover imperative to note that diverse students have different styles of learning. The way, characteristics and the strength in which they take in as well as process information varies. Some of the university students tend to focus more on theories while, on the other hand, some students focus more on facts, logarithms, and data. Some respond well to verbal teaching while others gain most from visual mode of teaching. While some students prefer to learn individually and introspectively, some like interactive and active learning.

These, will, therefore, call for a good relationship between the lecturer and the student in order to help the student grasp the concepts fully. The professor must also be careful because if he or she teaches entirely in a way that does not favor the student’s preferred mode of learning, then the student’s uneasiness may interfere with his or her learning. Giving more priority to the student’s preferred method of learning may also make the student fail to accomplish his potential as a professional and even in school. An objective learning should thus be able to help the student in building their skills irrespective of their preferred learning modes.

Works Cited

Carlisle, Mariko. *Healthy Relationships and Building Developmental Assets in Middle School Students, 2011.* Web. 31 March 2014